

ANALYSIS OF IMPLEMENTATION DAYCARE BASED ON INTEGRATIVE
HOLISTIC IN BANYUMAS REGENCY

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Abstract

The purpose for this research is to acknowledge the daycares that use integrative holistic in Banyumas Regency. Based on Lumbung Data Pokok Pendidikan Jawa Tengah 2018, there were 16 institut of daycares spread in 23 subdistricts. That mean that the amount of daycares in Banyumas is still lacking, and the quality is still unknown. That is why this research was made simply to acknowledge the quality of daycares with Integrative Holistic in Banyumas.

This research took place in Banyumas with the head of the daycare as the subject. The method used is survey method. The researcher used the Saturation Sampling means that the entire daycares in Banyumas which included into the main educational data in Jawa Tengah used questionnaires and interviews as the submission method.

Based on the questionnaire result and also several interviews, found out that 14 daycares are at the state of high criteria and 1 daycare is at the state of middle criteria. The average score from 14 daycares is 80,8% which is outomatically included into high criteria. Sekar Kemuning Daycare is included into meddle class because there are no structured teaching learning process, children's development result, and no parenting with anyeducational institution. Meanwhile for the 14 daycares that are included into high criteria have been using Integrative Holistic apporoachment for their educational service, health care, nutrients and service, protection service, taking care service. The quality of the daycares that have been using Integratif Holistic apporoachment in Banyumas Regency could be seen from the services to the children. The relation between the daycare and the educational institution has become the main indicator. In acknowledging the quality of daycares with Integrative Holistic apporoachment in Banyumas Regency. Other institution that are Puskesmas, dental clinic, Posyandu, Himpaudi, and also educational department. Aside from the institution partnership above, it also cooperated with dance academy, police department, public figure, citizenship department, psychologist, baby spa, Du'afa wallet, and Society's Self-supporting Institution.

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INTRODUCTION

In accordance with Law (Law) Number 20 of 2003 concerning the National Education System, the State provides educational services to every citizen from an early age. With education, we can prepare a golden generation that is strong, great, and certainly committed to continuing the Indonesian culture and noble ideals of the nation. In this case, education is not only in the form of science and skills, but also in the form of character to form positive behavior. Early childhood education program is a program that facilitates the growth and development of children optimally and thoroughly in accordance with the norms and values of life adopted. As has been known, early childhood education is divided into two educational channels, namely formal education, and non-formal education. One example of formal education for early childhood is kindergarten. Non-formal education in early childhood is a Play Group, Daycare and PAUD groups in a village or sub-district. One type of early childhood education service is Daycare. This service is one form of non-formal Early Childhood Education which is directed at childcare activities for parents who have busy work, so that it requires a daycare service that in addition functions to keep their children also providing age-appropriate education their children. A deeper study of various aspects of the early childhood education program, especially daycare, must continue.

Patmonodewo (2003: 77) states that Daycare is a means of caring for children in groups, usually carried out during working hours. Daycare is an organized effort to care for children outside the home for several hours in one day if parental care is not fully implemented. In other words, if parents cannot take care, educate children during working hours, the child is entrusted to the daycare. As Susilo explained (2016). Daycare is one of the early childhood education services that organizes social welfare programs that cover care, care, and education for children from birth to the age of six. In line with Natadjaja (2011) said that Daycare are a place that is processed by certain private or government institutions or foundations that are used to serve

daycare with a time limit according to the agreement. Whereas according to Kusumastuti (2013) said that Daycare replaced the role of care and the role of socialization and the role of education in children when left by working mothers. This has the effect of calm and comfort for working mothers when doing work.

Susilo (2016) states that Daycare Centers have a function including temporary replacement of parents, as a source of information in the pre-school welfare department, and as a referral institution from other institutions to obtain early childhood services. The principle of organizing landfill is Place, Sharpening, Care and Care. The technical guidelines for the 2015 daycare are generally divided into two types, namely based on service time and place of operation.

Ideally, TPA should not only pay attention to aspects of care, but simultaneously must also pay attention to all aspects needed in the overall development of children such as nutrition, health, and protection. Fulfillment of early childhood development as an effort to improve health, nutrition, care, care, protection, welfare, and educational stimuli carried out simultaneously, systematically, comprehensively, integrated and sustainably is called Holistic Integrative. The purpose of fulfilling the needs of early childhood development is done in an integrative holistic manner in the hope that children can grow and develop optimally in accordance with the stages of development and the potential they have to become qualified human beings.

Based on the directorate general of education and community education directorate of education and culture 2015 directorate of early childhood education on Holistic Integrative Daycare technical guidance is an effort to develop early childhood to fulfill the essential needs of diverse and interrelated children simultaneously, systematically, and integrated. The development of an integrative holistic daycare is early childhood development carried out to meet the diverse needs of children who are diverse, covering various physical and non-physical aspects, including mental, emotional, and social. Holistic Integrative early childhood education is the handling of early childhood as a whole

(comprehensive) which includes nutrition and health services, education and care, and protection to optimize all aspects of child development carried out in an integrated manner by various stakeholders at the community, regional and central levels. According to Sujiono (2009:89) early childhood development must be carried out thoroughly (holistically) which includes aspects of health, nutrition, education, emotional and intellectual development must be done well because it will affect the growth and development of children in the future.

The problem above shows that there is a need for an analysis of the implementation of a complete and comprehensive daycare center. If it is important study on "Analysis of the Implementation Integrative Holistic Based Daycare in Banyumas Regency" with the aim of knowing the quality of the implementation of Integrative Holistic based Daycare. This type of research has never been done before, so the results of this research can be used as a general description of the implementation Integrative Holistic based Daycare in Banyumas Regency.

METHODS

The method in this study uses a quantitative research approach with the type of survey research approach. Survey method is research conducted using questionnaires as a research tool carried out on large and small populations, but the data studied is data from samples taken from the population, so that the relative, distribution, and relationships between social and psychological variables can be found. (Sugiyono, 2013:11). The dependent variable in this study is Holistic Integrative based. The independent variable in this study is the implementation of a daycare center. Population in this study is the Daycare Center in Banyumas Regency which is included in the Central Java Basic Education Data. While the sample is research whole Daycare in Banyumas that goes into Dapodik Central Java. This research was conducted in Banyumas Regency from October to November 2018. Data collection techniques in this study used questionnaires and interviews. While the data analysis techniques used are

descriptive, adjusted for the results of grouping the questionnaire score in three criteria, namely as follows:

Table 1 Criteria for the score of the questionnaire

Criteria	Score
High	66.5% < x ≤ 100%
Average	33.25% < x ≤ 66.5%
Low	0% < x ≤ 33.25%

RESULT AND DISCUSSION

This section is an explanation of the results of research relating to the analysis of the implementation of integrative holistic daycare centers.

Table 2 Number of Holistic Integrative Daycare

Criteria	Lots of landfill
High	14
Average	1
Low	-

In the table above, it is explained that as many as 14 institutions are included in the high criteria and 1 institution is included in the average criteria for the implementation of Integrative Holistic-based Daycare Centers. Criteria for high, average, and low are obtained based on the number of questionnaire scores from each institution. There are 14 institutions that are included in the high criteria in the implementation of Integrative Holistic Daycare Centers in Banyumas Regency. It can be interpreted that these 14 institutions have been integrated with Holistic Integrative daycare services that were used as instruments in this study. Whereas there is 1 Daycare Center which is included in the criteria while this means the institution answers at least the "yes" answer to the questionnaire to measure the implementation of Holistic Integrative based landfill in this study. So that this Daycare Center is included in the criteria of being.

The quality of the implementation of an Integrative Holistic Daycare Center in Banyumas Regency can also be seen in terms of the collaboration with partnerships around the area. Cooperation carried out aims to support the process of growth and development of children to be more optimal and maximize the role of supporting institutions in their fields such as health, education, protection, welfare and society. This is reinforced by the results of the questionnaire regarding the cooperation carried out with the partnership institutions in Banyumas Regency.

Daycare centers are said to be holistic integrative if they have fulfilled services to support children's growth and development such as education services; health, nutrition and care services; parenting services; protection services; and welfare services. As in the results of the research Yuli & Imam (2017) stated that integrative holistic learning activities in the form of several services provided include educational services; health, nutrition and care services; parenting services; protection services; and welfare services. In line with the opinion of Sujiono (2009: 89) states that children need holistic (overall) stimulation which includes stimulation of education, health and nutrition, and psychosocial. In this study Integrative Holistic early childhood education services were used as indicators in the questionnaire to find out the implementation of Integrative Holistic-based Daycare Centers viewed from the services carried out in the institution.

The results of the questionnaire analysis explain that all early childhood education institutions must cover all services or Holistic Integrative that can support the process of growth and development of children so that there is a need for socialization and understanding that children must be educated integratively in schools, homes, and communities. Parents must have a role to educate children, so parents must also be equipped with the knowledge and skills of educating children. From the results of the analysis of the implementation of an integrative holistic daycare center in Banyumas, it is shown in Table 1 that 14 institutions have been based on

integrative holistic and 1 institution has not implemented holistic integrative daycare centers. This is because the institution originates from the division of the auditing post which was formed from the Family Welfare Program group in the institution's housing so that the administration of the daycare center still includes the previous pos paud, and activities in the Sekar Kemuning daycare center have not been integrated. With education, health and nutrition, protection and welfare services. This is evidenced by the absence of structured learning activities such as reports of child development in writing, RPPH, RPPM and so on.

The quality of the implementation of Integrative Holistic-based Daycare Centers can also be seen in terms of the collaboration undertaken to meet the growth and development needs of children in Integrative Holistic-based Daycare Centers. In Banyumas Regency Daycare Centers collaborate with 14 partnership institutions from various fields such as health, population, welfare, and education. With activities such as health checks, routine dental examinations, routine meetings, and monitoring of institutions. Whereas together with other institutions such as dance studios, police/police, community leaders, population services, psychologists, baby spas, foreign wallets and Society's Self-supporting Institution. With various forms of activities tailored to the needs of their respective institutions. Examples of activities carried out include outing classes, consultations on developing psychological children, social services, and other activities.

Collaborating with partnerships is also adjusted to the principles of Holistic Integrative daycare implementation, namely Education Services, Health, Nutrition and Care Services, Care Services, Protection Services, Welfare Services, so as to establish relationships and support with institutional organizers in each field of service. This is in line with the results of research conducted by Yuli & Imam (2017) which also shows that the success of holistic learning is integrative if it gets support from the organizers and several parties involved in collaboration with the institution.

This is reinforced by the results of interviews conducted with the head of the Daycare Center in Banyumas Regency. It can be concluded that all institutions stated that they had collaborated with partnership institutions as described previously, but there were some obstacles in running the partnership relationship. Not in accordance with the agreement previously made.

The quality of implementing a Daycare Center that has implemented Holistic Integrative can be described through the results of a questionnaire that shows the scores obtained from the reasons for the answers to the questionnaire and conclusions from the interviews regarding the implementation of Integrative Holistic-based Daycare Centers. Judging from the conclusions of the interviews about the number of caregivers and teachers in each institution that have almost the same role and carried out concurrently as cooks and cleaning officers because of the limited number of human resources. This shows the incompatibility of the roles and number of caregivers who should be present in a daycare institution. However, in the process of childcare it can be handled properly even though the ratio of the number of children and caregivers is not in accordance with the standards of Holistic Integrative Daycare implementation.

Furthermore, the cultivation of character in children applied in the Daycare Center can show the success of the implementation of Integrative Holistic-based Daycare Centers such as conclusions from interviews that all institutions implement character planting from the beginning of entering the Daycare Center until the child is picked up by his parents in the afternoon. Besides that character building is also done through habitual activities such as maintaining personal hygiene by washing hands before eating, being able to do something independently from others, and so on. Character values that are applied include independence, religion and responsibility. This is reinforced by the opinion of Hujjati (2003: 63) the nature of early childhood learning activities is the formation of behavior through habituation that is

manifested in daily activities such as maintaining cleanliness, security, independence, courtesy, courage, responsibility, and self-control.

The involvement of parents in activities in Daycare Centers is also an indicator of holistic Integrative -based childcare quality assessment. Based on the conclusions of the interview results, it was stated that parental involvement in the activities of the institution was very lacking even from several institutions stating there was no parental involvement in all activities in the institution, due to the busyness of the parents at work. However, 2 institutions have involved parents in learning activities, such as when the work theme of parents is used as sources according to their respective work. Whereas parents who are busy working Daycare Centers establish communication through social media such as Whatsapp and contact books to communicate about child development in the institution.

Based on the results of interviews about the service prosperity impression given Daycare based Holistic Integrative in the District Banyumas only 2 institutions that states provide welfare services to children and families by implementing a system of cross-subsidies for tuition payments monthly to children who can't afford and orphans. In addition, there is one institution that sets aside social funds to carry out joint eating activities to improve children's nutrition through additional meals every week. This is in line with the results of Yuli & Imam (2017) who stated that in order to implement welfare services for children, integrative holistic early childhood education units do the following: help families whose children do not have birth certificates, set aside operational funds and funds another source for a simple, healthy local food supplement program.

From several explanations above, it can be concluded that the quality of the implementation of Integrative Holistic-based Daycare Centers in Banyumas Regency can be seen from the services provided at each institution, namely: Education services, health services, nutrition and care, protection services, protection services, and welfare services. The more services the better the

quality of the implementation of Integrative Holistic-based Daycare Centers.

CONCLUSION

Based on the results of the research that has been done obtained conclusions that implementation of an Integrative Holistic -based Daycare Center in Banyumas Regency is categorized as high criteria and medium criteria. The average score of the questionnaire from 14 Daycare Centers is 80.8 % which is in the high criteria class interval. High criteria are categorized if the institution has implemented Holistic Integrative based on services that have been provided such as education services, care services, health services, nutrition and care, protection services, and welfare services. While 1 Daycare Institution is included in the criteria because the score results are 57% which means it is in the medium criteria interval. Moderate criteria are categorized because the institution only carries out one service, namely parenting services. The quality of the implementation Integrative Holistic-based Daycare Center in Banyumas Regency can be seen from the services provided to students and relationships that are woven with partnership institutions. The relationship of collaboration between Daycare Centers and partnerships is an indicator in knowing the quality of the implementation Integral Holistic-based Daycare Centers in Banyumas Regency.

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